Lisa Duvalsaint 9/20/16

CBSE 7201

Wiki #4 Annotated Bibliography

1. Desimone, Laura. (1999). Linking Parent Involvement with Student Achievement: Do Race and Income Matter? Journal of Educational Research, 93(1), 11-30.

This essay discusses how the effects of parent involvement vary for students from racial-ethnic and economic backgrounds. Data was used from the 1988 National Education Longitudinal Study to examine relationships between 12 types of parent involvement and 8th-grade mathematics and reading scores. Results showed statistically significant differences in the relationship between parent involvement and student achievement according to race/ethnicity and family income, how achievement was measured, type of involvement, and whether parents or students reported it.

2. Drummond, K., & Stipek, D. (2004). Low-Income Parents' Beliefs about Their Role in Children's Academic Learning. *The Elementary School Journal,* *104*(3), 197-213.

This study was done by interviewing 234 low income Caucasian, African-America, Latino parents to see how important it is to help with 2nd and 3rd graders homework in reading and math. Parents had to report if the assissted thier in thier studies. During the interview they answered open-ended questions about the type of help they deemed appropriate. On questionnaires, teachers rated each student's reading and math skills and noted whether they had given a child's parent suggestions for helping with either subject. Findings showed that parents rated the importance of helping their child with academic work very high. Parents of second graders tended to rate the importance of helping higher than did parents of third graders. Similar to past research, ratings varied systematically as a function of parents' perceptions of children's academic performance and as a function of whether teachers had offered suggestions; however, parents perceived helping with reading as more important than helping with math. Findings showed that parents involvement needed to use different strategies for the two subjects.

3. Gonida, E., & Cortina, K. (2014). Parental involvement in homework: Relations with parent and student achievement‐related motivational beliefs and achievement. *British Journal of Educational Psychology,* *84*(3), 376-396.

This study examined whether different types of parents' involvement in homework (autonomy support, control, interference, cognitive engagement) (1) are predicted by their mastery and performance goals for their child and their beliefs of the child's academic efficacy, and (2) predict student achievement goal orientations, efficacy beliefs, and achievement. Grade-level differences were also investigated. The sample consisted of 282 elementary school (5th grade) and junior high school students (8th grade) and one of their parents. Surveys were used for data collection. Structural equation modelling was applied for data analysis. What was discovered is that (1) Autonomy support during homework was predicted by parent mastery goal, parents' control and interference by their performance goal and perceptions of child efficacy, and cognitive engagement as supplementary to homework by parent perceptions of child efficacy. (2) Parental autonomy support, control, and interference were differentially associated with student mastery and performance goal orientations, whereas parent cognitive engagement was associated with student efficacy beliefs. (3) The structural model was the same for elementary and junior high school students but the latent means for a number of variables were different. The study concluded that different types of parental involvement in homework were associated with different outcomes with parent autonomy support to be the most beneficial one.

4. Hoover-Dempsey, K., Bassler, O., & Burow, R. (1995). Parents' Reported Involvement in Students' Homework: Strategies and Practices. *The Elementary School Journal,* *95*(5), 435-450.sugge

This study examines how parent involvement with homework is related to achievement in school. Interviews were conducted with 69 parents from grades 1-5. Researchers found that homework was often complex for parents in which they weren’t prepared for. Strategies to get parents to be more effective with students’ homework are suggested in this text.

5. Hoover-Dempsey, K., Battiato, A., Walker, J., Reed, R., Dejong, J., & Jones, K. (2001). Parental Involvement in Homework. *Educational Psychologist,* *36*(3), 195-209.

The article reviews research on parental involvement in student homework. It is focused on understanding: why parents become involved in their children's homework; which activities and strategies they employ in the course of involvement; how their homework involvement influences student outcomes; and which student outcomes are influenced by parents' involvement. Findings suggest that parents involve themselves in student homework because they believe that they should be involved, believe that their involvement will make a positive difference, and perceive that their children or children's teachers want their involvement. It also stresses that schools promote practices to increace parental involvement in homework.

6. Kay, P. J., Fitzgerald, M., Paradee, C., & Mellencamp, A. (1994). Making homework work at home: the parent's perspective. *Journal Of Learning Disabilities*, *27*(9), 550-561.

This article views homework through the eyes of parents in a rural area whose children with disabilities spent a majority of their time in general education classrooms. The qualitative analysis of data from individual interviews, focus groups, and parent action research was based on five themes: (a) Parents felt ill-prepared to help their children with homework; (b) parents wanted more information about the classroom teachers' expectations of their child and of their roles as parents in helping with homework; (c) parents wanted their children to be given individualized homework assignments; (d) parents valued hands-on homework and projects in which the whole family could participate; and (e) parents wanted a two-way communication system that would allow them to become partners on their child's instructional team.

7. Midraj, Jessica, & Midraj, Sadiq. (2011). Parental Involvement and Grade Four Students' English Reading Achievement. *International Journal of Applied Educational Studies,* *12*(1), 41-56.

The intent of this study was to determine whether relationships exist between parental involvement indicators, private tutoring, students' background, and English reading achievement in fourth-grade EFL students. Data was collected in the form of researcher-constructed parent and student surveys, a reading comprehension and read aloud tests. A total of 131 students from four schools and their parents participated in the study. The results showed that parents involvement at home-providing learning resources had significant association with comprehension achievement, had significantly association with reading accuracy, and parents involvement at home-literacy activities was significantly associated with English reading fluency. There were significant differences between parental involvement at home (providing resources) and gender in favor of female students; and students who did not receive tutoring significantly outperformed those who received tutoring in reading competence in reading comprehension and in reading fluency. Parents' educational level had significant positive association with their children's reading competence, reading fluency and reading accuracy.

8. Silinskas, N., Dietrich, J., Pakarinen, G., Kiuru, J., Aunola, E., Lerkkanen, K., . . . Nurmi, J. (2015). Children evoke similar affective and instructional responses from their teachers and mothers. *International Journal of Behavioral Development,* *39*(5), 432-444.

The researchers examined how the responses of teachers and mothers toward a particular child are similar in respect to their instructional support and affect, and whether child characteristics predict these responses. This was done with 373 (mother-child-teacher). Teachers and mothers reported their instructional support and affective responses toward a child in the school/homework context in Grades 1, 2, 3, and 4. The results showed that mothers and teachers showed similar instructional support and affective responses toward a particular child at the end of Grade 1. Moreover, children’s poor performance in reading and math at the beginning of Grade 1 was associated with high amounts of both teachers’ and mothers’ instructional support at the end of Grade 1, while children’s externalizing problem behaviour was strongly related particularly to teachers’ but also to mothers’ negative affective responses at the end of Grade 1.

9. Silinskas, G., Niemi, P., Lerkkanen, M., & Nurmi, J. (2013). Children’s poor academic performance evokes parental homework assistance—but does it help? *International Journal of Behavioral Development,* *37*(1), 44-56.

This study investigated the associations between the type of parental homework assistance and children’s academic performance during grade 1 and grade 2. The reading and math skills of 2,261 children were measured three times during grade 1 and grade 2, and the children’s mothers and fathers filled in questionnaires on the type of homework assistance they engaged in. The results showed that the worse reading and math skills children showed at the beginning of grade 1 and grade 2, the more monitoring and helping with homework parents reported later on. The results suggest, that children’s academic performance has an impact on their parents’ behavior.

10. Sheldon, Steven B. (2003). Linking School--Family--Community Partnerships in Urban Elementary Schools to Student Achievement on State Tests. *Urban Review,* *35*(2), 149-65.

Examined the relationship between the quality of school, family, and community partnership programs and student performance on Maryland's state-mandated achievement tests. Data from 82 urban elementary schools indicated that the degree to which schools were working to overcome challenges to family and community involvement predicted higher percentages of students scoring at or above a satisfactory level on the state achievement tests. The study concluded that schools’ efforts to involve familes in student learning helps students achieve, it also found that schools in urban areas need more awareness of the importance of family and community involvement.

11. Topor, D., Keane, S., Shelton, T., & Calkins, S. (2010). Parent involvement and student academic performance: A multiple mediational analysis. *Journal of Prevention & Intervention in the Community,* *38*(3), 183-97.

This study examines two potential mechanisms of this association: the child's perception of cognitive competence and the quality of the student-teacher relationship. This study used a sample of 158 seven-year-old participants, their mothers, and their teachers. Results indicated a statistically significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence. A multiple mediation model indicated that the child's perception of cognitive competence fully mediated the relation between parent involvement and the child's performance on a standardized achievement test. The quality of the student-teacher relationship fully mediated the relation between parent involvement and teacher ratings of the child's classroom academic performance. Limitations, future research directions, and implications for public policy initiatives are discussed.

12. Valle, A., Regueiro, B., Nunez, J., Rodriguez, S., Pineiro, I., & Rosario, P. (2016). Academic Goals, Student Homework Engagement, and Academic Achievement in Elementary School. Frontiers in Psychology, March 31, 2016.

This study used a path analysis to examine whether which variables is important to complete homework assignments and the process used to do homework. The model hypothesized that the way students engage in homework is explained by the type of academic goals set, and it explains the amount of time spend on homework, the homework time management, and the amount of homework done. Lastly, the amount of homework done is positively related to academic achievement. A sample of 535 Spanish students from the last three courses of elementary school (aged 9 to 13). Findings show that: (a) academic achievement was positively associated with the amount of homework completed, (b) the amount of homework completed was related to the homework time management, (c) homework time management was associated with the approach to homework; (d) and the approach to homework, like the rest of the variables of the model (except for the time spent on homework), was related to the student's academic motivation(i.e., academic goals).

13. Wiseman, A.M. (2009). "When you do your best, there's someone to encourage you": Adolescents' views of family literacy. *Journal of Adolescent & Adult Literacy, 53(2*), 132-142. doi: 10. 1598/ JAAL.53.2.4

Despite the fact that adolescents benefit from caring adults that participate in their child's education, involvement of families decreases incrementally as students progress to higher grades. Conversations and observations with students were used to analyze how students' perceive these points within a poetry program that was developed for families to participate in various ways at the school. This study attempts to find out, how students' attitudes, actions, and feelings affect their families' participation in a poetry program designed to improve family involvement? In this study, students' attitudes and beliefs were put into three categories: (1) Students who wanted their families involved, (2) Students who blocked involvement between the school and their families because of perceptions of stress levels and time constraints of their parents, and (3) Students who actively kept their families from coming because of the personal nature of their poetry. It concluded that students’ views about their families reflected the extent to which they wanted to share their poetry.

16. Walberg, H. J. (1984). Improving the Productivity of America's Schools. *Educational Leadership*, *41*(8), 19.

Focuses on the improvement in the productivity of American schools. Nine factors that influence learning; Synthesis of educational and psychological research in schools; Effects of various aspects and methods of instruction on students.